

## RIDGELAND ELEMENTARY

Bees Creek Road  
Ridgeland, S.C. 29936

**GRADES** PK-4 Elementary School

**ENROLLMENT** 783 Students

**PRINCIPAL** Ms. Sandra Burton 843-717-1300

**SUPERINTENDENT** Dr. William Singleton 843-717-1100

**BOARD CHAIR** Patricia Walls 843-368-6587

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	16	70	47	2

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Below Average	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Average	Average	No
<b>2004</b>	Average	Unsatisfactory	No

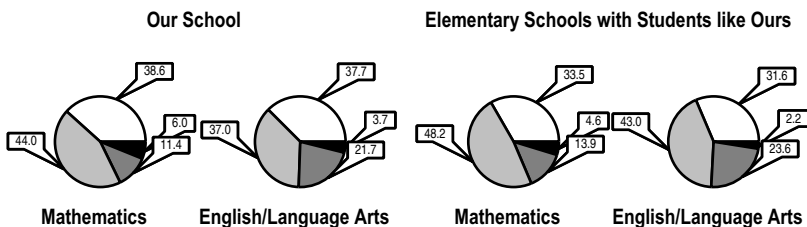
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

57.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	308	99.7	38.1	36.8	21.5	3.6	32.8	Yes	Yes
<b>Gender</b>									
Male	157	99.4	47.1	32.3	18.1	2.6	26.5		
Female	151	100.0	28.6	41.5	25.2	4.8	39.5		
<b>Racial/Ethnic Group</b>									
White	34	100.0	35.3	35.3	26.5	2.9	41.2	I/S	I/S
African-American	256	99.6	38.5	36.9	20.6	4.0	31.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	18	100.0	37.5	37.5	25.0	0.0	37.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	254	100.0	29.7	40.6	25.3	4.4	39.0		
Disabled	54	98.2	77.4	18.9	3.8	0.0	3.8	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	308	99.7	38.1	36.8	21.5	3.6	32.8		
<b>English Proficiency</b>									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	300	99.7	36.8	37.5	22.0	3.7	33.4		
<b>Socio-Economic Status</b>									
Subsidized meals	213	99.5	38.5	39.4	17.8	4.3	31.3	Yes	Yes
Full-pay meals	95	100.0	37.2	30.9	29.8	2.1	36.2		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	308	99.7	39.4	43.4	11.3	6.0	30.8	Yes	Yes
<b>Gender</b>									
Male	157	99.4	40.6	45.2	9.7	4.5	29.0		
Female	151	100.0	38.1	41.5	12.9	7.5	32.7		
<b>Racial/Ethnic Group</b>									
White	34	100.0	23.5	64.7	8.8	2.9	35.3	I/S	I/S
African-American	256	99.6	42.5	40.1	10.7	6.7	29.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	18	100.0	25.0	50.0	25.0	0.0	43.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	254	100.0	33.3	46.6	12.9	7.2	35.7		
Disabled	54	98.2	67.9	28.3	3.8	0.0	7.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	308	99.7	39.4	43.4	11.3	6.0	30.8		
<b>English Proficiency</b>									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	300	99.7	38.9	43.6	11.5	6.1	31.4		
<b>Socio-Economic Status</b>									
Subsidized meals	213	99.5	41.8	42.8	10.6	4.8	27.4	Yes	Yes
Full-pay meals	95	100.0	34.0	44.7	12.8	8.5	38.3		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	179	100.0	35.0	45.4	14.1	5.5	19.6
	<b>Grade 4</b>	156	99.4	34.5	47.5	17.3	0.7	18.0
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	124	100.0	35.8	30.9	24.4	8.9	33.3
	<b>Grade 4</b>	184	99.5	40.1	40.7	19.2	N/A	19.2
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	179	100.0	34.4	44.2	9.8	11.7	21.5
	<b>Grade 4</b>	156	100.0	34.3	47.1	15.0	3.6	18.6
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	124	100.0	40.7	40.7	12.2	6.5	18.7
	<b>Grade 4</b>	184	99.5	39.0	45.1	10.4	5.5	15.9
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 783)				
First graders who attended full-day kindergarten	87.9%	N/C	100.0%	100.0%
Retention rate	5.3%	N/A	3.7%	2.7%
Attendance rate	95.5%	Up from 94.9%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.5%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.9%		5.3%	3.5%
Eligible for gifted and talented	2.4%	Down from 3.8%	5.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.2%	Down from 7.6%	8.0%	8.2%
Older than usual for grade	1.3%	Down from 2.0%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 64)				
Teachers with advanced degrees	43.8%	Down from 48.4%	48.9%	51.4%
Continuing contract teachers	53.1%	Down from 73.4%	82.2%	87.5%
Highly qualified teachers**	84.8%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	19.6%		3.0%	0.0%
Teachers returning from previous year	82.0%	Up from 81.5%	83.8%	86.7%
Teacher attendance rate	93.1%	Up from 92.7%	94.7%	94.9%
Average teacher salary	\$35,660	Down 3.2%	\$40,138	\$40,760
Prof. development days/teacher	29.1 days	Up from 16.0 days	13.5 days	12.4 days

School				
Principal's years at school	4.8	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 15.4 to 1	17.2 to 1	18.9 to 1
Prime instructional time	80.1%	Down from 83.1%	89.2%	90.0%
Dollars spent per pupil*	\$6,178	Up 7.9%	\$6,663	\$6,044
Percent of expenditures for teacher salaries*	71.4%	Up from 70.4%	64.2%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	75.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Ridgeland Elementary School (RES) is now a "Modern Red Schoolhouse" (MRSH) designed to meet the needs of students entering the 21st Century. Over the period of the last two years, we have aligned our entire curriculum to state standards, developed rubrics for all lessons and created a standards-driven environment that works for students and teachers.

As we reflect over the past school year, there is much to celebrate! We continue to make gains on our state PACT testing and on first grade readiness assessments. We are the highest achieving school in the district. This shows our commitment to academic excellence for all of our students. We want each child to become a successful lifelong learner and are determined not to leave any child behind. We continue to forge ahead with innovative initiatives to meet our goal that every child will succeed. Our teachers effectively utilize academic assistance plans to increase student success. Our "100 Book Challenge" motivates students in grades kindergarten through 3 to read and enjoy reading. Our "English as a Second Language" teacher works very hard to help our Hispanic population, and our after-school program provides tutorial assistance for our students. Our science and Math Infused with Technology coaches have partnered with classroom teachers to increase students' achievement in those content areas using hands-on activities and multi-media presentations. Our faculty and students (99%) supported our character initiatives. Our school sponsored Pancakes for Parents, Muffins for Mom, Donuts for Dad, Math Night, two PACT Nights, a May Fest and other activities that were wonderful successes! Several area businesses have partnered with us and we collected funds for Jump Rope for Heart, Pennies for Patients and the American Cancer Society. We participated in community parades, shared numerous food baskets with Jasper County citizens, and opened our doors to the Boys and Girls Club. We are grateful to the Callawassie Readers, Friends of Callawassie, Church of the Palms and volunteers for helping our boys and girls reach higher heights of achievement. We welcome visitors to RES where all students meet academic standards. Students, parents, teachers, and community MAKE IT HAPPEN!

Gwen Smith, Interim Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	162	90
Percent satisfied with learning environment	50.0%	87.3%	78.6%
Percent satisfied with social and physical environment	41.2%	73.1%	66.3%
Percent satisfied with home-school relations	14.3%	83.1%	68.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.